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ABSTRACT

This document contains some suggestions for establishing school site councils as the first step in the school improvement process and focuses primarily on the roles and responsibility of the school site council. The council is responsible for developing a school improvement plan, continuously reviewing the implementation of the plan, assessing the effectiveness of the school program, reviewing and updating the school improvement plan, and establishing the annual school improvement budget. The text outlines suggestions for initiating a school improvement program, and organizing and establishing school site councils. Appendixes contain samples of bylaws, agenda, and minutes for a school site council meeting. (Author/MLF)

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Establishing School Site Councils

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California School Improvement Program

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles—Superintendent of Public Instruction
Sacramento, 1977

EA 010 371

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1977

FOREWORD

Assembly Bill 65 has provided all those concerned with the quality of education in California opportunities to become truly involved at the school site level in a process designed to ensure that our educational system responds to the needs of each student.

As our society becomes more complex, it is increasingly important to ensure that the education of our children is a shared responsibility of the state and the community. The school improvement provisions of AB 65 provide for a partnership among participating governing boards, administrators, teachers, parents, students, and community members to bring together the talents and energies of the total community to focus on student needs. The school site council offers local schools an opportunity to plan, implement, and evaluate educational programs and to ensure that they prepare students from all backgrounds with the skills and knowledge that will enable them to choose entry into higher education or the world of work and to realize an improved quality of life.

Each local school must decide how school improvement is to be achieved. This document contains some suggestions for establishing school site councils as the first step in the school improvement process. These suggestions were compiled from the varied experiences of parents, students, and educators from throughout the state. We dedicate this publication to all persons who will share in the responsibility for local implementation of the school improvement program.

Superintendent of Public Instruction

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After compiling the input received at the conference on the role of school site councils, six persons representing the school and community assisted for two days in the writing of this document. They also participated in the review of the drafts leading up to the final publication.

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INTRODUCTION

This is the first in a series of documents prepared by the Department of Education in cooperation with parents, teachers, students, administrators, and others to assist districts and schools engaged in the school improvement process. This document will focus primarily on the roles and responsibility of the school site council.

The school site council is one of the most important elements of the school improvement program. Understanding the role and function of the council is fundamental to the success of school improvement efforts. This document will help to acquaint interested school and community persons with alternatives and suggestions for establishing school site councils. It is especially designed for school district governing boards, school principals, teachers, parents, students, and others directly involved in the school improvement program. This document is intended to assist, not direct, local school efforts.

Councils will be established at each school site that will be participating in the school improvement program. The law provides that school site councils will be composed of the principal, teachers, other school personnel, parents, and, at secondary schools, pupils. The basic principle underlying the establishment of school site councils is that persons and groups most affected by decisions should have an opportunity to participate in making those decisions.

The specific role of school site councils will be described in detail in this and other documents; however, stated briefly, the council is responsible for developing a school improvement plan, continuously reviewing the implementation of the plan, assessing the effectiveness of the school program, reviewing and updating the school improvement plan, and establishing the annual school improvement budget.

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INITIATING A SCHOOL IMPROVEMENT PROGRAM

In Assembly Bill 65, the Legislature recognized the key role the district must play in the initiation and refinement of the school improvement program. The district is called upon to develop a master plan for school improvement. This plan must be consistent with school site needs and must document the methods and approaches the district will use to support and assist schools participating in school improvement.

The first step in the school improvement process requires that certain district-level decisions be made. Some of these decisions, such as those related to the responsibilities of school site councils and communication procedures within each council, must be adopted as local governing board policies. In other areas the board may determine that decisions should be made at the school site. Issues which should be considered by the board include phase-in plan for the school improvement program, composition and size of the school site council, selection and replacement procedures for members of the council, relationship of school site council to existing committees, the operating procedures of the council, and methods of communication.

Methods of Comunication

Education Code Section 52011 assigns to the school district governing board specific responsibility for ensuring the dissemination of certain information:

> The governing board of each school district shall:
>
> . . . Ensure that the principal of every school receives information covering the provisions of this chapter, and provides such information to teachers, other school personnel, parents, and in secondary schools, pupils.

Initially, this section of the code means the governing board needs to provide information to principals, teachers, other school personnel, parents, and students about school improvement. On a continuing basis, this section of the code calls for a systematic means by which boards and councils establish and maintain ongoing communication. The communication process may be established through district councils, the regular appearance of school site council members or their representatives at board meetings, written notices, and the local news media.

At each school site the principal needs to establish a process for explaining the law, its intent, and implications to all groups mentioned in the legislation. This process should be designed to keep each group informed and to meet the information needs of each school site. Some suggestions for establishing necessary communications follow, but in no way should these suggestions be limiting to the communication process which may be designed by the district or school:

- The principals may design their own communication process, or they may use an ad hoc committee to assist them in keeping all groups informed about AB 65.

- For informing teachers, the principal or committee members may meet with the entire faculty or representatives from grade levels, departments, or a faculty senate.

- For informing other school personnel, which includes classified and certificated personnel from the support staff, the principal or committee may meet with the entire group or representatives from the group.

- For informing parents and the community, the principal or committee may communicate through public forums held at various times and locations; local media, such as radio, television, and newspapers; a written letter; and meetings with parents and community groups. Communication in more than one form is desirable.

- For informing students in secondary schools, the principal or committee may communicate through student councils, school newspapers, specially appointed student committees, regular classes, or a large group assembly.

Communication to all groups should be in understandable terms and, whenever possible, in the primary language of those receiving the information.

Phase-In Plan

Education Code Section 52011(c) stipulates that the governing board has a responsibility for adopting a plan for establishing a school improvement program in its schools:

> The governing board of each school district shall: . . . establish a plan for the phase-in of schools. Such plan shall ensure that at least one-half of the schools that are participating in any year are schools with the greatest number or concentrations of educationally disadvantaged youth until all such schools participate.

While development of the schedule for the phase-in of the school improvement program is the responsibility of the local governing board, the board must provide for the participation of students, parents, community, teachers, administrators, and other groups in that process. Such involvement may be achieved through public meetings and meetings of district committees, ad hoc groups, and representatives of existing groups (e.g., civic, teacher, student, and parent organizations).

ORGANIZING A SCHOOL SITE COUNCIL

Under the provisions of Education Code Section 52011(b), each school district governing board must establish a council at each school site for the purpose of determining the district's involvement in the school improvement program.

> The governing board of each school shall . . . adopt policies to ensure that prior to scheduled phase-in, a school site council as described in Section 52012 is established at each school site to consider whether or not it wishes the local school to participate in the school improvement program. The board shall ensure that all interested persons, including, but not limited to, the principal, teachers, other school personnel, parents, and, in secondary school, pupils have an opportunity to meet in public to establish such council.

In the process of establishing a council, items to be considered at the district or school level include the size of the council, the method of selecting council members, the structure of the required public meeting, and the method of assuring the board that the meeting and selection process has occurred and that the council is established.

Composition of a School Site Council

Education Code Section 52012 specifies what the composition of the school site council shall be:

> A school site council shall be established at each school which participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives of teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.
>
> At the elementary level, the council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents or other community members selected by parents.
>
> At the secondary level, the council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents and pupils.
>
> At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.
>
> Existing schoolwide advisory groups or school support groups may be utilized as the school site council if such groups conform to the provisions of this section.

The number of representatives on the school site council may be determined at the district or school level.

Consistent with existing policies, those members identified as parents or community on the council must not be employees of the school district. This ensures that half of the council members are employees of the school district and half are not employed by the district. Samples of composition patterns which meet legal requirements are shown in Figure 1. For some very small schools, meeting the composition requirements may be impossible; for example, a school with one or two classrooms. In such cases, a waiver should be requested which proposes an alternative composition while meeting the basic intent of the legislation to insure equitable representation of all concerned.

School site councils are encouraged to consider broad participation from the school and community in their meetings. All meetings should be open to the public, and nonmembers should be encouraged to participate in council activities. For example, a council at an elementary school with seventh or eighth grades may wish to receive input from student representatives, or a secondary school council may wish to receive input from a nonparent representative of the community. Elementary and secondary school councils may also wish to provide for liaison representatives from existing organizations and advisory committees.

Selection and Replacement of Members

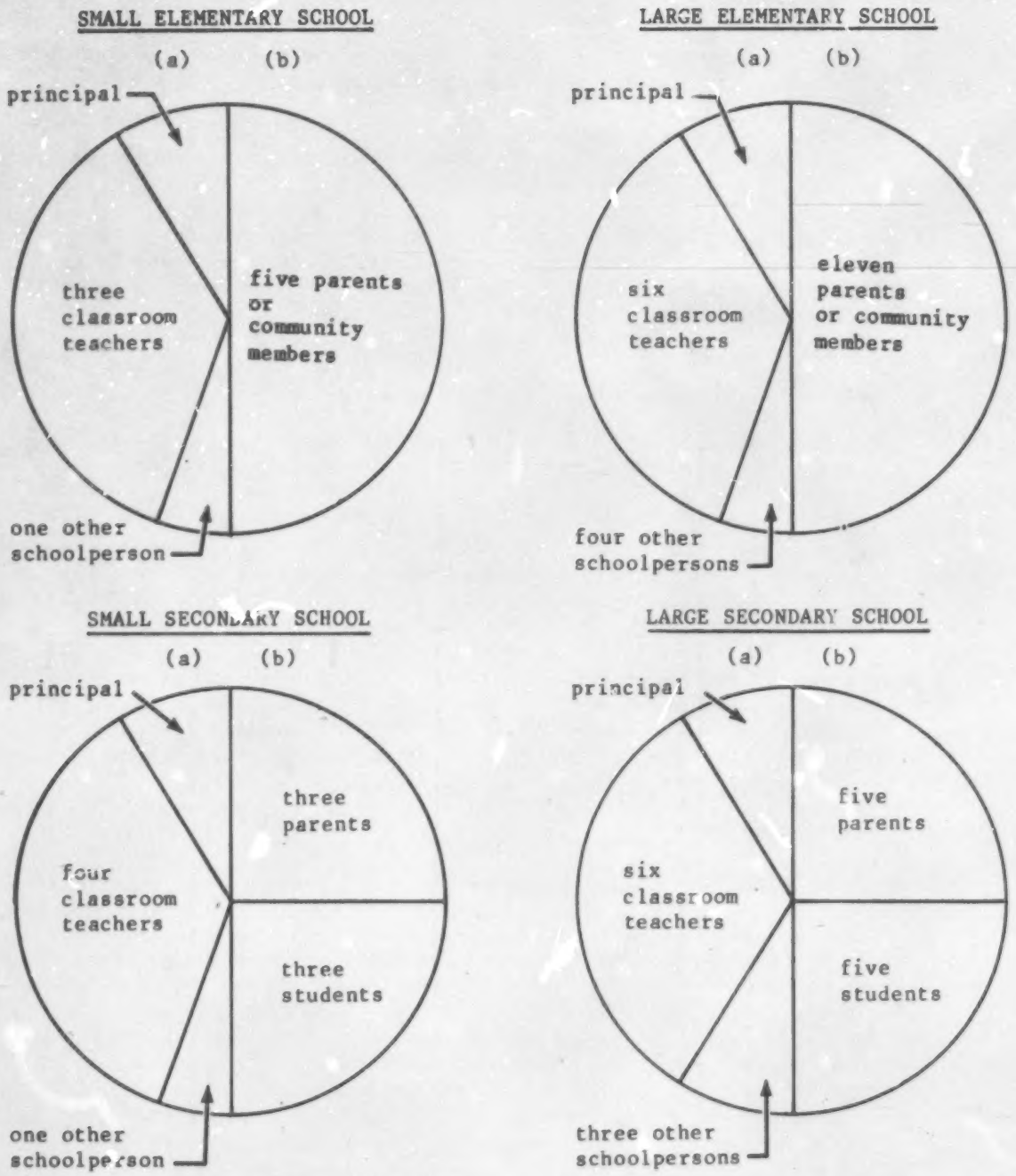
Education Code Section 52012 outlines the procedures to be followed in selecting and replacing the members of the school site council:

> . . . The term and method of selection and replacement of council members shall be specified in the school improvement plan developed pursuant to Section 52014. The Superintendent of Public Instruction shall provide several examples of selection and replacement procedures which may be considered by school site councils.

Consideration should be given to a variety of selection and replacement procedures, and the final decision should be based on what is best for the school. Care should be taken to ensure that persons or groups not usually or previously involved have an opportunity to participate in the selection process.

Some possible processes for selecting members of school site councils follow. In each case, members are selected by their peers.

- Nominating and balloting electoral process within each required group
- Appointment of the representatives to the school site council by a committee of the group to be represented
- Open nomination of candidates by their peers at meetings for that purpose
- Election or selection by peer group following volunteering for the position



Note: The (a) half of each pie chart represents the council members who are employees of the school district, and the (b) half represents council members who are not district employees.

Figure 1. Composition Patterns of School Site Councils

Some possible replacement processes follow. In each case, the required composition of the school site council must be maintained:

- o Appointment by the chairperson
- o Appointment on the basis of the school site council's recommendation
- o Replacement by same method used for selection

In addition to inclusion of the selection and replacement procedures in the school plan, it would be desirable to describe these procedures in the school site council bylaws.

Relationship to Existing Committees

Education Code Section 52012 specifies that:

> . . . Existing schoolwide advisory groups or school support groups may be utilized at the school site council if such groups conform to the provisions of this section.

If the board or school site council chooses to augment an existing committee to form a council, the selection process of existing and future members must conform to the provisions of Education Code Section 52011, and the membership of the council must meet composition requirements specified in Education Code Section 52012. If an advisory committee established pursuant to federal or state categorical aid programs is modified to form a school site council for the purpose of school improvement, the district or school is in no way relieved of its reponsibilities relating to the selection and composition of that committee stipulated in other laws or regulations when it functions for its original purpose.

First Considerations of the Council

Education Code Section 52011(b) provides that:

> Upon the vote of a majority of the persons represented pursuant to subdivision (a) of Section 52012 and a majority of the persons represented pursuant to subdivision (b) of Section 52012, the council may request the governing board to exclude the school from participation in the school improvement program authorized by this chapter. If the governing board accepts such request, the schedule developed pursuant to subdivision (c) of this section shall be amended to provide for reconsideration of this action at the school no later than three years from the date of the decision not to participate. Final determination as to whether a local school will participate in the school improvement program shall rest with the local governing board.

After a school has been selected by the district board to be phased into the school improvement program, and after a school site council has been organized, the council should discuss the implications of school improvement for its school. It should take a critical look at the total school program. For example, what abilities and competencies does the council want

learners to possess? How effective is the existing school program and organization in bringing about student growth? Is the school climate conducive to learning? Is every student achieving consistently within his or her abilities? The discussion of these questions could serve as a starting place for the first step in a more formal planning process.

If for some reason the council feels that it would prefer to postpone involvement in the school improvement program, it should take a formal vote as described in Section 52011(b), which requires that both a majority of school employees and a majority of those not employed by the district (parents/community members, and in secondary schools, students) vote to request that the governing board postpone its school's participation. Note: There are only two such decisions in the legislation which require a separate vote of the two major subgroups of the council. In all other cases, it is anticipated that the council will vote as a whole. It should communicate the rationale for that decision to the local governing board.

The school site council determines future selection and replacement procedures, terms of office, time and place of meetings; elects/selects officers; adopts decision-making procedures; outlines voting procedures (majority, two-thirds, three-quarters); and establishes means for developing strategies.

The council should also determine who is responsible for committee organization. It would be helpful to have these decisions incorporated in bylaws.

Defining Tasks of Council

The school site council should define the specific roles of its members, officers, and staff and outline the roles of its committees or task groups. The law clearly intends that each member be given equal voting rights. Each voting member may act as a liaison to his or her constituency but should not necessarily represent any special interest group.

During the planning year, the school site council develops an improvement plan for the school. To accomplish this task, the council must (1) decide what competencies and abilities students should achieve; (2) assess the capabilities of the school program to achieve such goals; (3) develop an improvement plan designed to improve the effectiveness of the school program; and (4) design a system to monitor and evaluate the improvement activities.

Specific elements of the school improvement plan are described in the Education Code, Sections 52015 through 52019. A follow-up document will be made available which will define and describe in more detail the areas to be included in this process.

The school site council determines the organizational structure and strategies to best accomplish its tasks. Organizational approaches range from the appointment of standing or ad hoc committees or task groups to working as a committee of the whole. The mode of organization should encourage broad participation of the school and community in the school site council's activities. In the development of strategies to approach this task, the council should also consider staff work to facilitate its deliberations and to provide for inservice training for council members and others.

Establishing Communication Processes

The school site council establishes and maintains communications with the governing board, school, and community. It is important that all groups be kept informed of meetings to facilitate communication. Councils may utilize open and public forums, telephone "trees," minutes, a newsletter, reports to interested groups, and the news media. Students may report to student forums or use the school newspaper. The principal chairperson, or other council members may report to the board. Liaison roles may be rotated, e.g., students reporting to parents or board.

Maintaining council attendance and interest is essential if a strong and creative school improvement program is to emerge. Some helpful suggestions follow:

- o When recruiting members for the council, clearly outline roles and functions (so that elected members won't say ". . . but this isn't what I expected.").
- o Continually identify concerns so that involvement will be genuine.
- o Develop "do-able" projects, creating a sense of accomplishment in meeting school/community needs.
- o Maintain consistent, convenient, and well-publicized times and places for meetings. Set appropriate time limits.
- o Plan agendas well and allow for widespread member input.
- o Publicize council activities and projects in the community.
- o Recognize and appreciate the work and efforts of council members.
- o Encourage ongoing feedback and evaluation of school improvement projects and processes.

Evaluating Council Operations

The school site council should establish processes for evaluating its operation. Answering the following questions may be helpful in determining the appropriateness of council activities:

- o Are students the central focus of our deliberations?
- o Do we usually resolve problems that we consider?
- o Do we have systematic procedures for problem solving and do we follow them when making decisions?
- o Are we listening to each other?
- o Do our procedures promote trust?
- o Do we have full participation of our members?
- o Are we responsive to the school community?
- o Do our procedures result in broad school and community participation?

Based on the evaluation of the processes it is using, the council should be prepared to modify its procedures.

The law provides that, following approval of the school plan by the governing board, the council will have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and to assess periodically the effectiveness of the program. The council will also be responsible for annually reviewing and updating the school improvement plan and for establishing the annual school improvement budget. The role of the school site council during the planning grant year and program implementation will be described in a follow-up document.

APPENDIXES

Establishing a school site council is a complex procedure involving several groups and many details. Schools and districts should call upon the services of all who have experience or expertise in working with councils, committees, and similar groups. The following samples of bylaws, agenda, and minutes may be helpful in establishing a council, but they are offered as suggestions only. These samples may be modified to meet the needs of each situation.

APPENDIX A

SAMPLE BYLAWS FOR THE SCHOOL SITE COUNCIL

ARTICLE I
Name of Council

The name of this council shall be the (name of school) School Site Council.

ARTICLE II
Role of Council

The school improvement plan shall be developed and recommended by the school site council. The school site council, following approval of a school improvement plan by the school district governing board, shall have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and to assess periodically the effectiveness of such program. Modifications or any improvement to the plan shall be developed, recommended, and approved or disapproved in the same manner. The council shall carry out all other duties and responsibilities assigned to it in the Education Code of the state of California.

ARTICLE III
Members

Section 1 - Composition

The needs and resources of the school improvement program require that staff membership include broad representation of parents, students, and staff, including socioeconomic and ethnic groups represented in the school attendance area. The minimum standards for representation on the council shall be: the principal and representatives of teachers selected by teachers at the school, other school personnel selected by other school personnel at the school, parents of pupils attending the school selected by such parents, and in secondary schools, pupils selected by pupils attending the school.

At the elementary level, the council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel and (b) parents or other community members selected by parents.

At the secondary level, the council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel and (b) equal numbers of parents and pupils.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of those persons representing school staff.

Council members representing parents, other community members, or pupils shall not be employees of the school district.

Section 2 - Term of Office

All members of the council shall serve for a two-year term. However, in order to achieve staggered membership, one-half, or the nearest approximation thereof, of the members representing parents or community members and one-half, or the nearest approximation thereof, of the members representing teachers and other school personnel (except the principal) shall serve for a one-year term only during the first year of the council's existence. After the first year of the council's existence, all terms shall be two years in length. At the first regular meeting of the council, a chance method shall be used to determine which members shall serve one-year terms. At the conclusion of a member's term, at least one year shall elapse before such member may be selected to a new term.

Section 3 - Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. The elected alternate shall vote in the absence of the representative. Absentee ballots shall not be permitted.

Section 4 - Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of the area or no longer meets the membership requirements under which he or she was selected; e.g., a parent becomes employed by the district. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of three consecutive months. The council, by affirmative vote of two-thirds of all of the members, can suspend or expel a member.

Section 5 - Transfer of Membership

Membership in the school site council is not transferable or assignable.

Section 6 - Resignation

Any member may resign by filing a written resignation with the local school district governing board.

Section 7 - Vacancy

Any vacancy on the council shall be filled for the remainder of the school year by appointment by the chairperson. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

ARTICLE IV
Officers

Section 1 - Officers

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and such other officers as the council may deem desirable.

Section 2 - Election and Term of Office

The officers of the school site council shall be elected annually and shall serve for one year or until each successor has been elected.

Section 3 - Removal

Any officer may be removed by a two-thirds vote of all members sitting on the school site council whenever, in the judgment of the council, the best interests of the council would be served thereby.

Section 4 - Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the school site council for the unexpired portion of the term.

Section 5 - Chairperson

The chairperson shall preside at all meetings of the school site council and may sign all letters, reports, and other communications of the school site council. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the school site council from time to time.

Section 6 - Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the school site council.

Section 7 - Secretary

The secretary shall keep the minutes of the meetings, both regular and special, of the governing board and shall promptly transmit to each of the members, to the school districts, and to such other persons as the school site council may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; be custodian of the school site council records; keep a register of the address and telephone number of each member of the school site council which shall be furnished to the secretary by such member; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the school site council.

ARTICLE V
Committees

Section 1 - Standing and Special Committees

The school site council may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the school site council.

Section 2 - Membership

Unless otherwise determined by the school site council in its decision to establish a committee, the chairperson of the school site council shall appoint members to the various committees.

Section 3 - Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

Section 4 - Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the school site council or with policies of the governing board.

Section 5 - Quorum

Unless otherwise provided in the decision of the school site council designating a committee, a majority of the committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6 - Vacancy

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

ARTICLE VI
Meetings of the School Site Council

Section 1 - Regular Meetings

School site council shall meet regularly at least once per month.

Section 2 - Special Meetings

Special meetings may be called by the chairperson or by majority vote of the school site council.

Section 3 - Place of Meetings

The school site council shall hold its regular monthly meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4 - Notice of Meetings

Public notice shall be given of regular meetings at least 48 hours in advance of the meeting. Any change in the established date, time, or location must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall be delivered either personally or by mail to each member not less than forty-eight hours or more than two weeks prior to the date of such meeting.

Section 5 - Decisions of the School Site Council

All decisions of the school site council shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 6 - Quorum

The presence of 51 percent of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the school site council. No decision of the school site council shall be valid unless a majority of the members then holding office concur therein by their votes.

Section 7 - Conduct of Meetings

All regular and special meetings of the school site council shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

Section 8 - Meetings Open to the Public

All regular and special meetings of the school site council and of its standing or special committees shall be open at all times to the public.

APPENDIX B

SAMPLE STRUCTURE OF THE BYLAWS FOR A SCHOOL SITE COUNCIL

ARTICLE I NAME

The name of this committee shall be the (name of school) School Site Council.

ARTICLE II PURPOSE

The purpose of this council shall be to:

1. Develop and recommend the school improvement plan.

2. Have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and to assess periodically the effectiveness of the program.

3. Annually review the school improvement plan, establish a new school improvement budget consistent with the Education Code, and if necessary make modifications in the plan to reflect changing improvement needs and priorities.

4. Take other actions as required by the Education Code.

ARTICLE III MEMBERSHIP

Section 1. The council shall be composed of the principal and representatives of: teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents of pupils attending the school elected by such parents; and, in secondary schools, pupils elected by pupils attending the school.

At the elementary level, the council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level, the council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) equal numbers of parents and pupils.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of those persons representing school staff.

Council members representing parents, other community members, or pupils shall not be employees of the school district.

Section 2. The membership of this committee shall not exceed _____.

Section 3. Resignations will be accepted only upon written notice to the chairperson.

Section 4. Members shall serve for two years. No member may serve for more than one term consecutively.

ARTICLE IV OFFICERS

The officers of this council shall be a chairperson, a vice-chairperson, a recording secretary, and a corresponding secretary.

ARTICLE V MEETING AND QUORUM

Section 1. Meetings shall be held on the third Monday of each month promptly at 7:30 p.m.

Section 2. A simple majority of the membership shall constitute a quorum.

ARTICLE VI AMENDMENT

These bylaws may be amended at any regular meeting by a two-thirds vote of the membership.

ARTICLE VII DUTIES OF OFFICERS

Section 1. It shall be the duty of the chairperson to preside at all meetings.

Section 2. In the absence or disability of the chairperson, the vice-chairperson shall assume the duties of the chairperson.

Section 3. Should both senior officers be unavailable, the recording secretary shall preside.

Section 4. The recording secretary shall keep the minutes of all meetings.

Section 5. The corresponding secretary shall send notices of meetings and/or agenda, attend to correspondence, and send out publicity as directed.

ARTICLE VIII DUTIES OF COUNCIL MEMBERS

It shall be the duty of all council members to:

1. Attend all meetings or provide an alternate when it is impossible to attend in person. Such alternates shall have full voting privileges.

2. Accept positions as officers or subcommittee members when so appointed or elected unless unable to carry out the duties entailed.

ARTICLE IX ELECTION OF OFFICERS

Section 1. All officers shall be elected by ballot at the June meeting, written notices of the election having been given.

Section 2. New officers shall assume their duties at the close of the June meeting.

Section 3. No member shall hold the same office more than two years in succession.

Section 4. Should an officer resign before new elections are held, the chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy could be filled.

ARTICLE X COMMITTEES

Section 1. The chairperson shall appoint such committees as he or she considers necessary at any time, or as directed by a majority of the members present.

Section 2. The nominating committee shall consist of five council members. Before the May meeting, the committee shall supervise the election of new members.

Section 3. Standing committees. List standing committees, if appropriate, and their functions.

ARTICLE XI AMENDMENTS

A. These bylaws may be amended at any meeting, a quorum being present.

B. The meetings will be governed by these bylaws, and any dispute will be settled by Robert's Rules of Order. The parliamentarian shall be elected by the majority at the first meeting of the newly elected council.

APPENDIX C

SAMPLE ORDER OF AGENDA FOR A SCHOOL SITE COUNCIL MEETING

- Call meeting to order.
- Read minutes of the previous meeting.
- Introduce guests.
- Introduce each new topic established as an item of the agenda. Summarize the discussion on each item and action taken.
- Discuss other items.
- Plan future activities of the committee.
- Make assignments for next meeting.
- Announce date, time, and place of the next meeting.
- Adjourn.

APPENDIX D

SAMPLE OUTLINE OF MINUTES FOR A SCHOOL SITE COUNCIL MEETING

- Names of persons attending.
- Names and affiliations of guests attending.
- Date and place of meeting.
- Time the meeting was called to order.
- Summary of reports, discussion, and action.
- Date and place of next meeting.
- Time the meeting was adjourned.

APPENDIX E

THE RESPONSIBILITIES OF SCHOOL SITE COUNCIL MEMBERS AT A DECISION-MAKING MEETING

For a decision-making meeting to function effectively, all members must learn to carry out certain functions and responsibilites. Just as effective leadership must be learned, so effective membership must be learned.

The following list of "member responsibilities" should be duplicated and distributed to all of the staff who are members of the regularly scheduled decision-making meetings. Discuss each one at one of the meetings.

A. PREPARATION

1. Read the minutes of the previous meeting before going to each meeting.
2. Come to meeting having clearly in mind what problems or items you want to put on the agenda.
3. Get to each meeting on time.
4. Bring all materials needed.

B. BEHAVIOR IN THE MEETING

1. Be sure to submit your items for the agenda. State them very briefly; do not elaborate.
2. When you have an opinion or feeling, state it honestly and clearly; do not "sit on feelings."
3. Stay on the agenda item being dealt with, and help others stay on it.
4. When you don't understand something, ask for clarification.
5. Participate actively; when you have something to say, say it.
6. Because it is your meeting, take responsibility for doing things that will help the group function effectively:

    a. Starting on time
    b. Getting the agenda set
    c. Staying on the subject
    d. Keeping order
    e. Listening to others
    f. Keeping records
    g. Getting things on the board or chart pad
    h. Arriving at decisions
    i. Quitting on time

Responsibilities (cont.)

7. Protect the rights of others to have their opinions or feelings heard; encourage silent members to speak up.

8. Listen attentively to others; clarify what others are saying when it is necessary.

9. Try to think creatively about solutions that might resolve conflicts; try them out on the group.

10. Keep notes on things you agree to do after the meeting.

11. At all times, keep saying to yourself, "What right now would help this group move ahead and get this problem solved? What contribution can I make to facilitate this group function more effectively? What does the group need? How can I help?"

C. AFTER THE MEETING

1. Carry out assignments and commitments.

2. Pass on to your constituents decisions or information that they should be informed about.

3. Keep confidential things that are said or done in the meeting that might reflect poorly on a member.

4. Refrain from complaining about a decision that was agreed to by the group.

5. Refrain from "out-of-meeting appeals" to others. Your feelings about the group should be expressed in the group.